NOTE TO APPLICANTS: This document describes the application process and contains information and instructions needed to apply for an award under this competition. The grant form and budget form are available at http://www.usoe.org/curr/edtech/grants/state/

PROGRAM DESCRIPTION

Name of Grant Program: Enhancing Education Through Technology (EETT) Grant

Authorization: Elementary and Secondary Education Act (ESEA) "No Child Left Behind Title II, Part D, Subpart 1

Eligible Districts Notified: October 15, 2004

Technical Assistance Meeting: Friday, October 22, 2004 Nebo Learning Center, Springville

Grant Applications Distributed: Friday, October 22, 2004 (Printed copy distributed to qualifying districts on Tuesday, November 2, 2004 via mail.)

Deadline for Applications: Monday, January 31, 2005

Grant Rubrics/Application/Research Sent to Readers

Scores from Readers due: Thursday, Friday, February 22-23, 2005

Executive Committee Convenes/Final Appropriation: Monday, February 28, 2005

Grant Recipients Notified: March 4, 2005

Funds Available: July 1, 2005

Eligible Applicants:
A qualified grant recipient is either a "high-need local educational agency" or an "eligible partnership."

A "high-need local educational agency" is an LEA that is among those LEAs in the state with the highest numbers or percentages of children from families with incomes below the poverty line AND either serves one or more schools identified for improvement or corrective action, or has a substantial need for assistance in acquiring and using technology. A substantial need for assistance in acquiring and using technology includes a lack of one or more of the following:
   a) Professional Development for Student Achievement – school has need for technology integration
   b) Technical Support for Student Achievement Initiatives – school has need for timely technical support and/or network infrastructure is insufficient to meet student academic needs

This program is governed by the Uniform Provisions and requires the equitable participation of students and teachers in private schools located in school districts where grants are awarded.

Only qualified LEAs may apply for EETT competitive grant funds. An LEA may participate in a maximum of two grant applications.

Note: A qualifying local education agency must serve as the fiscal agent in a partnership.

Absolute Priority
NOTE: All Absolute Priorities must be met to qualify for the competition.
The absolute priority for Utah's EETT program is for qualifying LEAs to target qualifying schools and their feeder schools that:
1) meet LEA qualification requirements:
   a. are high poverty
      AND

   b. are low performing on NCLB AYP academic performance measures, eligible for program improvement status, and/or schools with a substantial need for assistance in acquiring and using technology

2) have a NCLB plan consistent with the goals of the state technology plan including:
   a. identifying and promoting effective teaching strategies that integrate technology

   b. delivering classroom-focused, sustained, and intensive, high-quality professional development for teachers, administrators and library media personnel to further the effective use of technology in the classroom and library media center

   c. increasing access to technology for students in high-poverty and high-need schools, or schools identified for school improvement

   d. collaborating with adult literacy service providers

   e. evaluating and tracking progress

3) coordinate activities with all available funds provided under this subpart with activities and funds available from other Federal (including Title I and Title II and other ESEA programs), state, and local sources to improve student academic achievement including technology literacy

4) commit 5% of grant award for data collection as requested by state evaluation team

Goal/Purposes:
- Improve student academic achievement through the use of technology in elementary and secondary schools

- Assist every student – regardless of race, ethnicity, income, geographical location, or disability – in becoming technologically literate

- Encourage the effective integration of technology resources and systems with professional development and curriculum development to promote research-based instructional methods that can be widely replicated

The Purposes:
The EETT program funds are to:
- Support district/partnership professional development initiatives that enable school personnel and administrators to integrate technology effectively into curriculum and instruction that are aligned with State standards. (Professional development activities must be high quality, sustained, intensive and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom; and are not 1-day or short-term workshops or conferences.)

- Encourage the establishment or expansion of initiatives that are designed to increase

student access to technology

- Assist districts and partnerships in the acquisition, development, interconnection, implementation, improvement, and maintenance of an effective educational technology infrastructure in a manner that expands access to technology to students and teachers in qualifying schools and their feeder schools

- Support the development and use of electronic networks and other innovative methods, such as distance learning, to provide specialized or rigorous courses or curricula to students who would not otherwise have access to such information, particularly those in geographically isolated regions

- Support local efforts to use technology to promote parent and family involvement in education and to enhance communication among students, parents, and school personnel. Support the rigorous evaluation of programs funded under EETT, particularly regarding the impact of these programs on student academic achievement, and ensure that the results are widely accessible through electronic means.

Use of EETT Competitive Grant Funds:

Category 1 - Professional Development for Student Achievement:

Each grant recipient must use a minimum of 25% of its funds to provide classroom-focused, ongoing, sustained, and intensive high-quality professional development to support technology tools/resources to enhance teaching and student academic achievement of the Utah State Core Curriculum.

Grant funds are to increase access to technology tools for students. Funds are to focus on classrooms, grade levels or academic departments in qualified schools to raise student academic achievement by fostering a deeper understanding of the core curriculum.

Uses of these funds must include research-based practices such as:
- Providing student-centered, inquiry-based professional development
- Supporting a Student Portfolio Project to demonstrate academic competency
- Supporting 6 Traits of Writing to improve literacy
- Supporting Big 6® to foster critical thinking skills
- Preparing an administrator and one or more teachers in schools as a technology leadership team
- Conducting technology leadership academies for administrators
- Developing technology integration specialists
- Improving student academic achievement through innovative uses of technology focusing on literacy, numeracy, and science

Category 2 - Technical Support for Student Achievement Initiatives:

Each grant recipient must use 25% or more of its funds to provide focused, ongoing, sustained, and intensive high-quality technical professional development.

Some uses of these funds' expenditures might include:
- Developing technology support specialists
- Acquiring connectivity linkages, upgraded wiring and networking resources
- Developing a local program where students assist/train teachers on technology applications; maintain school computers and networks and develop workforce skills.
- Developing infrastructure to support data-driven decisions and assessment.

Total Funds Available: $1,566,639 per year for 2 years

To the extent possible, competitive funds will be distributed equitably among geographic areas within the State, including urban and rural communities.

Length of Grants:
Two years, with second year funding contingent upon successful implementation as determined by meeting measurable objectives and continued funding from federal EETT monies.

Range of Competitive Grant Awards:
Category 1 - Professional Development for Student Achievement $1,212.000:
With a maximum of $800,000 per year per grant

Category 2 - Technical Support for Student Achievement Initiatives $354,639:
With a maximum of $234,060 per year per grant in this category

> ** 5% of grant award for data collection as requested by state evaluation team

> ** Funds not granted in Category 2 will be rolled into Category 1. In case funds are left over in Category 1, they roll over to Category 2.

Monitoring/Accountability of Grant Recipients:
Each grant recipient is required to:

1) Submit a reconciliation report of proposed/actual expenditures and accounting of progress of the timeline of the grant to the EETT executive committee March 2006, November 2006, March 2007, November 2007.
2) Present a grant progress report annually for the life of the grant at the annual spring UCET conference
3) Present a grant progress report annually for the life of the grant to the annual TCC fall meeting
4) Host an extended open house inviting the community, other Utah LEAs, and other interested parties during the spring of year two of the grant
5) Collaborate with the state researcher/evaluator

Submission Requirements:
A complete application requires all of the following parts, assembled in the order indicated. Please use the Grant form and Budget form provided at http://www.usoe.org/curr/edtech/grants/state/
> Application Cover Sheet signed by the fiscal school system superintendent (Form 1)

> Competitive Application (Forms 2-4)

> Appendix A: List of participating school(s) by LEA, Title I status, rationale for selection, number of teachers to receive professional development
> Appendix B: Letters of commitment from grant partners
> Appendix C: 100% of EETT funds used for integrating technology verified by copy of Title II Part D flow-through budget for each LEA

The application must be submitted no later than midnight. on January 31, 2005, to both program contacts via e-mail. . (Letters and the coversheet may be attached as PDFs or be faxed.)

Program Contacts:
Rick Gaisford - (801) 538-7798 FAX: 801-538-7769   Kathleen Webb - (435)586-6160
USOE Educational Technology Specialist   USOE Online Tools Specialist
rgaisfor@usoe.k12.ut.us   webb_k@suu.edu

Technical Assistance:

A briefing for applicants will be held October 22, 2004 at Nebo Learning Center in Springville. Other assistance in developing applications is available upon request. Support is available at http://www.usoe.org/curr/edtech/grants/state/

GRANT APPLICATION has 4 FORMS and 3 APPENDICES

Please download forms from: **http://www.usoe.org/curr/edtech/grants/state/**

FORM 1 Cover Sheet

1) Grant Category - Professional Development for Student Achievement OR Technical Support for Student Achievement Initiatives
2) Amount requested
3) LEA participants and percentage of money to be received from the grant
4) Other partners and percentage of money to be received from the grant
5) Percent of requested funds designated for professional development
6) Assurance that indirect costs (if taken from grant award) will conform to regulations
7) Statement of assurance that all LEAs receiving funds from this grant have a substantial need for assistance in acquiring and using technology as demonstrated by their agreement to not transfer any formula Title II Part D funds out of their district's Title II Part D budget
8) Fiscal LEA Superintendent signature

FORM 2 Project Summary

Write a brief overview of the project (up to two pages) detailing how your proposal meets the goals and purposes of this grant competition. Include your project goals, timeline overview, and success measures.

	0	1	2	3
Project summary – goals	Project is not clearly aligned to the goals of this grant competition.	Project includes a comprehensive plan to increase student academic achievement and is clearly aligned to the goals of this grant competition.	Project includes research base for using technology as part of a comprehensive plan to increase student academic achievement and is clearly aligned to the goals of this grant competition.	Partnership project includes research base for using technology as part of a comprehensive plan to increase student academic achievement and articulates the correlation between the project goals and the goals of this grant competition.

Project summary – timeline and success measures	Neither timeline or success measures are included.	Timeline and success measures are inadequate to accomplish project goals.	Timeline or success measures appear to accomplish project goals, but lack adequate detail.	Timeline and success measures clearly lead to accomplishing project goals and are correlated to the research-base.

FORM 3 Project Detail

Competitive priority is given to applicants who fully address the following:

District Needs: Articulate the district needs, capacity, sustainability, and impact of this project.

	0	1	2	3
District needs	District needs not aligned with the goals and purposes of this grant competition.	District needs are inadequately articulated or are not aligned with the goals and purposes of this grant competition.	District needs are adequately articulated and are aligned with the goals and purposes of this grant competition.	District needs are compelling and the project clearly meets those needs, and are aligned with the goals and purposes of this grant competition.
Capacity and sustainability	Capacity of the participants to meet the project goals is not evident or plan for sustainability after the end of the grant is not evident.	Capacity is inadequate to meet the goals of the project, or plan for sustainability is not adequate.	Capacity of the participants to meet the project goals is evident and the plan for sustainability after the end of the grant is reasonable.	Capacity of the partners to meet the project goals and the plan for sustainability after the end of the grant is compelling.

Research-base: Articulate how the project is based on high quality research and will improve student academic achievement.

	0	1	2	3
Research-base to impact student achievement	Project has no obvious connection to a research-based model to impact student achievement.	Project is based on non peer-reviewed vendor supplied research data that supports this project's likelihood to positively impact student performance and implementation matches the model.	Project is based on in-house supplied research data that supports this project's likelihood to positively impact student performance and implementation matches the model.	Project is based on high quality, independent research that supports this project's likelihood to positively impact student performance and implementation matches the model.

Professional Development: Articulate the professional development activities, how they align with the Utah Staff Development Guidelines, and the level of integration with district professional development activities.

	0	1	2	3
Professional development integration	Professional development activities are unclear and are not aligned with the district professional development activities.	Professional development activities are clear and address some of the Utah Staff Development Guidelines for context, process and content.	Professional development activities are clear and address many of the Utah Staff Development Guidelines for context, process and content and are aligned with district professional development activities	Professional development activities address all Utah Staff Development Guidelines for context, process and content and are clearly aligned with district professional development activities.

Utah Educator Professional Development Guidelines
(adapted from National Staff Development Council)

The primary purpose of professional development is to ensure high levels of learning for all students through improved professional learning experiences for every school employee who affects student learning. These standards are intended to be used by schools and school districts to improve the quality of a their professional development efforts so that student learning will be increased. Recent research identifies and supports the link between student achievement and the professional learning of educators. The standards fall into three categories: context, process, and content. Context standards describe "where" the learning will be applied, the organizational environment in which improved performance is expected. Process standards refer to "how" the learning occurs. Content standards refer to "what" is learned.

Context Standards
Professional development that improves the learning of all students:
• Organizes adults into learning communities whose goals are aligned with those of the school and district. (Learning Communities)
• Requires skillful school and district leaders who guide continuous instructional improvement. (Leadership)
• Requires resources to support adult learning and collaboration. (Resources)
• Appropriates at least 10% of the total operating budget for professional development (Money)
• Provides job-imbedded time for educators to engage in continuous improvement. (Time)

Process Standards
Professional development that improves the learning of all students:
• Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. (Data-Driven)
• Uses multiple sources of information to guide improvement and demonstrate its impact. (Evaluation)
• Prepares educators to apply research to decision-making. (Research-Based)
• Uses learning strategies appropriate to the intended goal. (Design)
• Applies knowledge about change and human learning. (Learning)
• Provides educators with the knowledge and skills to collaborate. (Collaboration)
• Provides knowledge, skills and attitudes regarding organizational development and systems thinking. (Organization/Systems)
• Provides for the phases of the change process: initiation, implementation, and institutionalization. (Change)

Content Standards
Professional development that improves the learning of all students:
• Prepares educator to understand and appreciate all students:; create safe, orderly, and supportive learning environments; and hold high expectations for students' academic achievement. (Equity)
• Addresses diversity by providing awareness and training related to the attitude, knowledge, skills, and behavior needed to ensure that an equitable and quality education is provided to all students. (Diversity)
• Enables educators to provide challenging, developmentally appropriate curricula that engage students in integrative ways of thinking and learning. (Developmentally-Appropriate)

Action plan: Detail the main project activities including staffing, professional development resources and schedules, facilities, timeframes, hardware deployment. Include details on the data points you will collect to inform grant decisions (e.g. focus groups, CRT scores, teacher surveys, classroom observations, participant interviews, etc.)

	0	1	2	3
Action plan - logistics	Action plan is poorly defined or incomplete.	Action plan addresses some staffing, professional development resources and schedules, facilities, timeframes, hardware deployment needed to accomplish the project goals.	Action plan addresses staffing, professional development resources and schedules, facilities, timeframes, hardware deployment are defined but are not realistic or may not accomplish the project goals.	Action plan addresses staffing, professional development resources and schedules, facilities, timeframes, hardware deployment are realistic and can clearly accomplish the project goals.
Action plan – assessment, evaluation, success measures	Action plan does not include any data points or includes only qualitative data points.	Action plan includes at least one quantitative data point.	Action plan includes at least two data points including at least one quantitative data point.	Action plan includes at least three data points including baseline data at least one quantitative data point for each school year.

Partnerships Articulate the breadth of partners involved in the project. Partnerships can be with other LEAs, Higher Ed. Institutions, libraries, and/or other private and public for-profit and non-profit entities with technology expertise to improve the use of technology in instruction.

An "eligible partnership" is a partnership that includes at least one high-need LEA and at least one of the following:

a) other LEA that can demonstrate that teachers in its schools are effectively integrating technology and proven teaching practices into instruction, based on a review of relevant research, and that the integration results in improvement in classroom instruction and in helping students meet challenging academic standards.

b) an institution of higher education that is in full compliance with the reporting requirements of section 207(f) of the Higher Education Act of 1965, as amended, and that has not been identified by the State as low-performing under that act.

c) a for-profit business or organization that develops, designs, manufactures, or produces technology products or services or has substantial expertise in the application of technology in

instruction.
d) a public or private nonprofit organization with demonstrated expertise in the application of educational technology in instruction.
e) multiple qualifying LEAs.

	0	1	2	3
Partnership Priority	Grant has no significant partnerships.	Benefit of grant partnerships is clear and includes higher ed, public library, adult literacy programs, or other non K12 educational partnerships.	Benefit of grant partnerships with multiple LEAs is clear and compelling including higher ed, public library, adult literacy programs, or other non K12 educational partnerships.	Combined Urban Rural partnerships are integral to accomplishing the proposed activities to improve the use of technology in instruction and includes higher ed, public library, adult literacy programs, or other non K12 educational partnerships.

Form 4 – Budget Form

Narrative explaining the overall budget and additional information including
1) amount of EETT formula funds and other NCLB funds

	0	1	2	3
Leveraging Federal Funds	Grant budget does not include EETT formula funds or other NCLB funds.	Grant budget includes a portion of EETT formula funds or other NCLB funds.	Grant budget includes all EETT formula funds and includes a portion of EETT formula funds.	Grant budget includes all LEA's EETT formula funds and a portion of NCLB funds.

2) amount of district match and other grant match – dollar and in-kind

	0	1	2	3
Matching Funds	Grant budget does not include district matching funds.	Grant budget includes up to 25% match from district funds.	Grant budget includes between 25% to 50% match from district funds.	Grant budget includes more than 75% match from district funds.

3) articulate how grant monies support the grant goals

	0	1	2	3
Budget Aligned with Project Goals	Budget does not directly support the project goals, activities and success measures.	There is evidence the budget supports some, but not all, of the project goals, activities and success measures.	There is evidence the budget supports most, but not all, of the project goals, activities and success measures.	There is evidence the budget supports all of the project goals, activities and success measures.

(Budget form for grant funds is available at: http://www.usoe.org/curr/edtech/grants/state/)

Appendix B Rubric

	0	1	2	3
Letters of commitment	No partnerships.	Commitment letters are missing from one or more listed partners.	Commitment letters are included from all listed partners, but are of a generic nature as to what each partner commits to during the grant.	Commitment letters are included from all listed partners, and specifically address what each partner commits to during the grant.